between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Worlds and Lives poetry: Lines Written in Early Spring

How does Wordsworth use nature to judge the way people treat each other?

Lesson 3 of 39 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the AQA specification



© 2026 Between the Lines. This sampler is free to use and print in your school. Please share the link to our website instead of the file.

What is in this sampler

This is one complete lesson from our Worlds and Lives poetry scheme for Literature Paper 2, Section B. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 and 2 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters. For students working towards a grade 4.
Strengthening	Prompts for What, How and Why, a paragraph planner and a checklist. For students working at grades 5 and 6.
Soaring	A debatable statement, prompts to think further and an argument planner. For students aiming at grades 7 to 9.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

In the full scheme

- 39 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels

© 2026 Between the Lines · Free to use and print in your school

- Four Feedback Loop progress checks with whole-class feedback sheets and improvement tasks
- An exam-style end-of-unit essay with a teacher guide, level guidance and annotated model answers
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson
- The revision workbook and the model answer pack, to print for every student
- Every licence for the scheme also includes its 30 Raising Achievement drills for intervention sessions

© 2026 Between the Lines · Free to use and print in your school

Lesson 3: Lines Written in Early Spring

SEQUENCE 1: NATURE AND SOCIETY BEFORE 1900 · 60 MINUTES

How does Wordsworth use nature to judge the way people treat each other?

By the end of the lesson, students can

- Explain what the speaker sees and hears in the grove, and why it makes him sad
- Analyse how Wordsworth uses personification, the quatrain and the refrain to set nature's joy against human harm
- Write a What–How–Why paragraph on how Wordsworth uses nature to judge the way people treat each other

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 1 and poetic terms. Students self-mark from the answer slide.	2–3
8–20	Know	Pre-teach "grove", "lament", "refrain" and "Romantic". Read the poem aloud twice. Students mark each stanza with a plus for joy or a minus for grief, and underline the line that appears twice.	4–8
20–28	Apply	Explode the quotation together. Think aloud about who "man" means each time it appears, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	9
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	10–11
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Share the model paragraph in the last five minutes and ask students to underline the method it names.	12–13
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of Lesson 5.	14

Do Now answers

1	How many poems are in the Worlds and lives cluster?	**Fifteen**
2	In the exam, which poem is printed on the paper?	**Only the poem named in the question**
3	Which assessment objective rewards context?	**AO3**
4	What does the word heritage mean?	**The language, customs and history passed down to you by your family**
5	What is a refrain in a poem?	**A line or phrase that is repeated through the poem**

© 2026 Between the Lines · Free to use and print in your school

Vocabulary

grove	a small group of trees
lament	to feel or say how sad you are about something
refrain	a line or phrase that is repeated through a poem
Romantic	one of a group of poets, around 1800, who wrote about nature and feeling, and often argued for social change

Reading

Lines Written in Early Spring

Read the poem twice: once to follow what the speaker sees and hears, once to find where his joy turns to grief.

I heard a thousand blended notes,
While in a grove I sate reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man.

Through primrose tufts, in that green bower,
The periwinkle trailed its wreaths;
And 'tis my faith that every flower
Enjoys the air it breathes.

The birds around me hopped and played,
Their thoughts I cannot measure:—
But the least motion which they made
It seemed a thrill of pleasure.

The budding twigs spread out their fan,
To catch the breezy air;
And I must think, do all I can,
That there was pleasure there.

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I not reason to lament
What man has made of man?

William Wordsworth, 1798

Word help **sate**: sat · **reclined**: lying back, resting · **bower**: a shady place under trees · **periwinkle**: a small plant with blue or purple flowers

Explode the quotation

Method
A refrain. The line ends stanza 2, then returns as the last line of the poem.

Zoom in
"man" appears twice: people are both the ones who do the harm and the ones who suffer it.

"What man has made of man"

Effect
Beside birds that play and flowers that enjoy the air, the line makes human cruelty the one wrong thing in the scene.

Purpose
Wordsworth was a Romantic, and many Romantics argued for social change. He uses nature as a measure, so the reader judges how people treat each other.

Hinge question

What changes when the refrain returns at the end of the poem?

A. It becomes a question, so the reader has to answer it. (the right answer)

© 2026 Between the Lines · Free to use and print in your school

B. It becomes happier, because the speaker has found faith in nature.

C. Nothing changes: it is repeated word for word.

What the answers tell you

B means the student has read the faith in nature as comfort: show that the faith is what makes him lament, because nature's plan shows how far people fall short. These may be your students who start on Securing. C means the student has noticed the repeated words and missed the punctuation: show the question mark at the end of line 24 and ask who is meant to answer it.

Why the answer is right

The last line ends with a question mark, so the speaker's grief becomes a question the reader has to answer.

Master task

How does Wordsworth use nature to judge the way people treat each other in 'Lines Written in Early Spring'?

Securing aiming for a 4

Quotations to choose from

"a thousand blended notes"

"Enjoys the air it breathes"

"Have I not reason to lament"

Starters

Wordsworth uses nature to show that people ____. The poem says ____. The ____ (adjective) ____ (word class) ____ suggests ____. Wordsworth wants the reader to see that ____ because ____.

Strengthening aiming for grades 5 to 6

Prompts

What: Make a clear point about what nature has that people seem to have lost.

How: Choose a quotation about nature, then link it to the refrain. Name the method (personification, contrast, refrain) and zoom in on one word.

Why: What did Wordsworth, a Romantic poet, want the reader to think about the way people treat each other?

Soaring aiming for grades 7 to 9

The debate

"'Lines Written in Early Spring' is more about doubt than about faith. How far do you agree?"

Write two paragraphs. In the second, give an alternative reading that begins with "Alternatively".

Model paragraph

What	Wordsworth uses the joy of nature as a measure, and by that measure people fail.
How	The speaker believes every flower "Enjoys the air it breathes". This personification gives the flowers feelings, and the verb "Enjoys" shows them taking pleasure simply in being alive. Against this happy scene, the refrain "What man has made of man" sounds even harsher. At the end it returns as a question, "Have I not reason to lament", so the reader is left to answer it.
Why	Wordsworth was a Romantic poet, and many Romantics argued for social change. By showing that nature lives in harmony while people harm each other, he makes the reader judge the society they live in.

Exit ticket

The refrain in 'Lines Written in Early Spring' matters because…

Teacher notes

Subject knowledge

'Lines Written in Early Spring' was written in spring 1798 in Somerset and published that year in Lyrical Ballads, which Wordsworth published anonymously with Samuel Taylor Coleridge. It has six quatrains rhyming abab: the first three lines of each are in iambic tetrameter and the fourth is shorter, in trimeter.

© 2026 Between the Lines · Free to use and print in your school